

**Montana Comprehensive Assessment System
(MontCAS, Phase 2)
Criterion-Referenced Test Alternate Assessment
(CRT-Alternate)**



Spring 2006

CRT-Alternate Administration Manual

CRT-Alternate Procedural Checklist

	The Test Coordinator should...	The Teacher should...
➤ Before Testing	<ul style="list-style-type: none"> ➤ Notify schools about testing. ➤ Receive memo with the password and directions to access the CRT-Alternate Test Booklet online. ➤ Print and distribute the CRT-Alternate Test Booklets and the CRT-Alternate Administration Manual to teachers administering the CRT-Alternate. ➤ Receive and distribute the test activity Material Kits and teacher training CD to teachers administering the assessment. ➤ Let teachers know the CRT-Alternate Administration Manual and Scoring Rubric are on the material CD and online at www.opi.state.mt.us/assessment/crt.html and www.measuredprogress.org (scroll down to select "Clients," select "Montana," select "Alternate Assessment"). 	<ul style="list-style-type: none"> ➤ Receive secure CRT-Alternate Test Booklet and CRT-Alternate Administration Manual from Test Coordinator. ➤ Receive test activity Material Kit, material CD and training CD. ➤ Print the CRT-Alternate Administration Manual (if you did not receive it from your System Test Coordinator) and Rubric from the material CD or download from www.opi.state.mt.us/assessment/crt.html or www.measuredprogress.org (scroll down to select "Clients," select "Montana," select "Alternate Assessment," download the materials needed and print). ➤ View the training CD ➤ Read the CRT-Alternate Administration Manual and the CRT-Alternate Test Booklet. ➤ Adapt materials for student if necessary. ➤ Schedule time for administration and/or support.
➤ During Testing	<ul style="list-style-type: none"> ➤ Distribute the CRT-Alternate Student Kits that contain the Student Response Booklet (SRB), student barcode labels, Class Identification sheet, envelope labeled "For return of CRT-Alternate Student Materials," and instructions for packaging the assessment to teachers administering the assessment. 	<ul style="list-style-type: none"> ➤ Administer the assessment (February 13 – March 29, 2006) ➤ Fill out student evidence and teacher recording sheet during administration of the assessment using templates provided. ➤ Save evidence templates and teacher recording sheet to submit with the CRT-Alternate Test Booklet after testing. ➤ Receive CRT-Alternate Student Kits that contain return materials and instructions for packaging the assessment from Test Coordinator on or about February 24, 2006. ➤ Call your Test Coordinator if you have additional questions or need additional test materials.
➤ After Testing	<ul style="list-style-type: none"> ➤ Verify that each test administrator has placed a student barcode label on the following student materials: <ul style="list-style-type: none"> • CRT-Alternate Test Booklet • Evidence Templates • Teacher recording sheets for evidence templates • Class Identification Sheet (verify this is properly coded) • Student Response Booklet ➤ Verify that the materials above and the Material Replacement Form have been placed in a white envelope labeled "For return of CRT-Alternate student test materials" (student barcode label is also attached to this envelope), one envelope per student. 	<ul style="list-style-type: none"> ➤ If you did not receive student barcode labels, please ask your Test Coordinator for a set of "CRT-Alt New Student Labels" (Student barcode labels were sent for students that were registered in December through January.). ➤ Write student's name and teacher name on the Student Response Booklet and transfer the scores from the CRT-Alternate Test Booklet to the Student Response Booklet (pages 11 and 13). ➤ Fill out Class Identification Sheet ➤ Place student barcode label on the following: <ul style="list-style-type: none"> • on the cover of the Student Response Booklet • on the cover of the CRT-Alternate Test Booklet • on the evidence templates and on the teacher recording sheets

CRT-Alternate Procedural Checklist

	➤ The Test Coordinator should...	➤ The Teacher should...
➤ After Testing ➤ (continued)	➤ Seal each student's envelope. ➤ Pack all large white envelopes labeled "For return of CRT-Alternate student test materials" in the carton labeled "For Return of Used Answer Documents Only" with the CRT Student Response Booklet envelopes. Note: CRT Student Response Booklets and all CRT-Alternate materials are to be returned separately from all other CRT materials. ➤ A mandatory UPS 1-day pick-up for CRT Student Response Booklets and CRT-Alternate Materials <u>only</u> is scheduled for April 3, 2006. ➤ Another mandatory UPS 1-day pick-up for all other CRT test materials is scheduled for April 7, 2006.	➤ Place the following materials in the white plastic envelope labeled "For return of CRT-Alternate student test materials," (student barcode label is also attached to this envelope) one envelope per student : <ul style="list-style-type: none"> • CRT-Alternate Test Booklet • Evidence templates • Teacher recording sheets • Class Identification Sheet • Student Response Booklet • and remaining barcode labels • Material Replacement Form ➤ Return all envelopes to Test Coordinator on or before March 29, 2006.

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INTRODUCTION

Purpose of the CRT-Alternate Assessment (MontCAS, Phase 2)

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and that students with disabilities have access to the general curriculum. The No Child Left Behind Act (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language) on a disaggregated basis. These federal laws reflect an ongoing concern about equity: All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal.

To provide an option for participation of all students in the state's accountability system, including those for whom a paper and pencil test is not appropriate, Montana has developed the Criterion-Referenced Test-Alternate (CRT-Alternate). It is expected that only those Individuals with Disabilities Education Act (IDEA)-eligible students with the most significant cognitive disabilities will participate in the CRT-Alternate.

PARTICIPATION GUIDELINES

The decision as to how a student with disabilities will participate in the state's accountability system is a team decision made by the student's Individualized Education Program (IEP) team. When considering whether the students with disabilities should participate in the CRT-Alternate, the IEP team should answer each of the questions in the chart below:

<i>For each of the statements below, answer yes or no</i>		
<i>Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?</i>	YES	NO
<i>Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?</i>	YES	NO
<i>Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?</i>	YES	NO
<i>Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?</i>	YES	NO

- ***If the answer is "NO" to any of the above questions, the student must participate in the regular CRT.***
- ***If all answers are "YES", the student is eligible to take the alternate and considered to be a student with a significant cognitive disability.***

The decision to determine a student's eligibility to participate in the CRT-Alternate may not be based on:

- excessive or extended absence;
- disability category;
- social, cultural or economic difference;
- the amount of time receiving special education services; or
- academic achievement significantly lower than his or her same age peers.

ADMINISTRATION PROCEDURES

Who should administer the CRT-Alternate?

The special education teacher is the individual who typically administers this assessment. If this is not possible, the test administrator must be someone who is certified, has worked extensively with the student, and is trained in the assessment procedures.

The test administrator may find it helpful to ask another person in the school to assist with the administration. This additional person may include but is not limited to the following:

- parent/guardian
- general education teacher
- paraprofessional
- related service provider (speech/language therapist, psychologist, occupational or physical therapist, etc.)
- school counselor
- principal
- other educational professional

Overview and structure of the CRT-Alternate

The CRT-Alternate is an evidence-based test that is aligned with Montana's content standards through expanded benchmarks, and measures student performance based on alternate achievement standards.

For the Spring, 2006 administration, the CRT-Alternate consists of test activities in reading and math for students in grades 3–8 and 10. The components of the test are identified below to provide an overview of the test and an introduction to terminology used to describe the test’s structure. Each component of the test is described in detail in later sections of this manual.

- Rubric
 - Matrix that describes various levels of achievement for each test item
 - Rubric incorporates increasing levels of teacher support designed to elicit a correct response from the student
 - Rubric incorporates a numerical scale that extends from 4 to 0
- Scoring
 - Scoring system structured by rubric
 - Student performance on each item is scored based on amount of assistance required to elicit correct response
 - Grade-specific scoring rules guide administrator if the student is unresponsive, uncooperative, or repeatedly unsuccessful with test items
- Scaffolding
 - Systematic process of providing increasing levels of assistance on each test item
 - Aligned with the rubric
 - Test booklet provides teacher instruction and suggested language to scaffold each test item

The structure above is used in each grade of the CRT-Alternate. Grade-specific characteristics of the CRT-Alternate are:

- Grades 4, 8, and 10
 - One single activity in a related sequence of twenty-two to thirty-five items
 - Suggested places for the student to take a break during test administration
 - One task per content area
- Grades 3, 5, 6, and 7
 - Short activities each containing 5 items
 - Five tasklets per content area

Organization of Information in test booklet

The first page of the reading and mathematics activities describes the following:


- Content Standards Addressed – The content standards and benchmarks that are being measured are listed here.
- Activity – A brief explanation of the tasklet activity.
- Materials Provided and Other Materials Needed – The materials provided in the Material Kits are listed, then the teacher supplied materials are listed with information on substituting and adapting materials.

The second page of all the reading tasklets in grades 3, 5, 6 and 7 and the grade 4 reading activity has the reading passage in text format only. Grades 8 and 10 do not have a reading passage in the test booklet. The passage is available in a storybook format with graphics and a picture/icon version in the Materials Kits.

The pages that follow present information in this four column format:

Materials	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO STUDENT RESPONSE BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Material Kit, but some materials the teacher needs to supply.	This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, and suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed. Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.	The correct student response and/or an explanation of how the student should be responding is provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.

Documenting evidence of student performance

As mentioned earlier, the CRT-Alternate is an *evidence-based* test. In all grades and content areas, a magnifying glass  in the “Student Work, Student will” column of the test booklet indicates a test items for which evidence of the student’s response must be collected. Two forms must be completed for each test item requiring evidence. One form allows the teacher to document the way in which the student responded to the item; the second form captures the response itself. By reviewing the information contained on these two forms, it is possible to visualize the student’s complete response to this test item.

Evidence Template Teacher Recording Sheet

The evidence template teacher recording sheet provides a format to document the entire sequence of responses made by the student to this test item. As the test item is presented to the student, the teacher documents the modality used by the student to communicate a response, as well as the accuracy of the response at each step of the scaffolding process. Recording ends when the student demonstrates a correct response, with or without teacher scaffolding. If there is more than one test item requiring evidence in a single tasklet or activity, this form allows the teacher to record information about each item on a single form. This sheet is in every test booklet and can be found on the page after the student evidence template. This form is also in the Materials Kit on a yellow piece of paper. A sample of the evidence template teacher recording sheet is provided on the next page of this manual.

Student Evidence Templates

Templates used to document student performance are provided in the test booklets at the end of each tasklet that requires student evidence in grades 3, 5, 6, and 7 and at the end of each content in grades 4, 8, and 10. The template may need further modifications based on the student's needs. Adapted versions of the student evidence templates are provided in the Materials Kit and on the materials CD. Note: The title of this template varies depending on test content.

Capture the student's final response to the test item on the student evidence template. Select the format and documentation strategy that best matches the student's performance.

- Written work by the student (e.g., the student collects data and fills out a bar chart with a marker)
- Pictures of student output (e.g., the student arranges objects to form an answer to a question about the sequence of events in a story and a picture captures the arrangement)
- Picture symbols pasted on the template or a scanned/photocopied image of the template that the student arranged and that he/she wants to keep
- Computer printout of student's keyed responses
- Teacher-recorded responses (e.g., the teacher fills out a T-table based on the yes/no answers from a student using a BIGmack switch or eye gaze)
- Anecdotal record describing student's actions supplied by the observer (e.g., the observer notes that the student smiled when shown a picture of his/her favorite character in a story)

A student barcode label must be attached to each student evidence template and the teacher recording sheet, and these forms must be returned to Measured Progress with the CRT-Alternate Test Booklet.

EVIDENCE TEMPLATE TEACHER RECORDING SHEET

Reading Tasklet 1		Item 14	Item 15	Item 17	Item 22
Describe how the student communicated their response.	<ul style="list-style-type: none"> Used words to respond Used communication device/display Pointed to/manipulated task materials ... Used auditory scanning Used gestures/sign language Other form of communication 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Describe student's initial response to the task before scaffolding.	<ul style="list-style-type: none"> Correct response No response Incorrect response 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If applicable, describe the student's response after level 3 scaffolding.	<ul style="list-style-type: none"> Correct response No response Incorrect response 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If applicable, describe the student's response after level 2 scaffolding.	<ul style="list-style-type: none"> Correct response No response Incorrect response 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If applicable, describe the student's response after level 1 scaffolding.	<ul style="list-style-type: none"> Correct response No response Incorrect response 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If applicable, check the box and describe the student's behavior if the student was not responsive to the task.	<div style="text-align: center;">Place student barcode label here.</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Last Page of Test Booklet

The last page of each content in the test booklet contains a list of questions for the teacher to answer after the administration of the reading and mathematics activities. Transfer this information to the Student Response Booklet after testing. Below is a sample of the questions for grades 3, 5, 6 and 7.

The following information will be collected in the Student Response Booklet for each student after the administration of EACH content area for grades 3, 5, 6 and 7:

Content exposure/generalization	YES
1. The materials used and/or the information assessed in these test activities was new to the student.	<input type="radio"/>
2. The materials used and/or the information assessed in these test activities has been introduced to the student several times prior to scoring.	<input type="radio"/>
3. The materials used and/or the information assessed in this test activity is very familiar to the student.	<input type="radio"/>

Test Implementation	YES
4. The student completed all five tasklets.	<input type="radio"/>
5. The student completed the evidence template(s), and it is attached to the CRT-Alternate Test Booklet.	<input type="radio"/>
6. A student barcode label is attached to the evidence template(s).	<input type="radio"/>
7. The Teacher Recording Sheet for each piece of student evidence is completed.	<input type="radio"/>
8. A student barcode label is attached to the teacher recording sheet(s).	<input type="radio"/>
9. Did you view the teacher training CD provided with the test materials before administering the test?	<input type="radio"/>
10. How valuable was the teacher training CD on a scale of 1 (not very valuable) – 4 (extremely valuable)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

Administration time	Total Time	
11. Set-up/planning time	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr. <input type="radio"/> 2 hr.	<input type="radio"/> 3 hr. <input type="radio"/> 4 hr. <input type="radio"/> 5 hr. or more
12. Time directly administering the tasklets	<input type="radio"/> ½ hr. <input type="radio"/> 1 hr.	<input type="radio"/> 2 hr. <input type="radio"/> 3 hr. or more
13. Test administration sessions	<input type="radio"/> 1 day <input type="radio"/> 2 days <input type="radio"/> 3 days	<input type="radio"/> 4 days <input type="radio"/> 5 days <input type="radio"/> 6 or more days
14. How often did you use the break between the tasklets?	<input type="radio"/> Always <input type="radio"/> Sometimes <input type="radio"/> Never	

Assessment materials used	YES
15. Materials consisted primarily of written text.	<input type="radio"/>
16. Materials were primarily nontext (e.g., pictures/videos, read objects).	<input type="radio"/>
17. How helpful were the test activity materials in the material kit on a scale of 1 (not very helpful) – 4 (extremely helpful)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
18. Did you use the materials CD provided in the materials kit?	<input type="radio"/>
19. If you used the materials CD, how helpful was it on a scale of 1 (not very helpful) – 4 (extremely helpful)?	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

Individualized adaptations used	YES
20. Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellitools keyboard, etc.)	<input type="radio"/>
21. Software programs (e.g., word prediction programs, Writing with Symbols, etc.)	<input type="radio"/>
22. Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.)	<input type="radio"/>
23. Response adaptations (student dictates to teacher, student uses picture symbols, etc.)	<input type="radio"/>
24. Other (please indicate):	<input type="radio"/>

Getting ready

Advance preparation is critical for implementing the CRT-Alternate. Before beginning test administration, it is necessary to complete the following steps:

- Receive the secure CRT-Alternate Test Booklet from your test coordinator.
- Receive test activity Material Kit, CD with test activity materials, and teacher training CD. Review the materials to see if any modifications are needed for your student.
- View teacher training CD and visit online question/answer message board at <http://www.metnet.mt.gov>.
 - User ID: opi and Password: assess (case specific—all small letters)
- Print the Scoring Rubric from the material CD or download from www.measuredprogress.org (scroll down to select “Clients,” select “Montana,” select “Alternate Assessment,” to reach *Nonsecure CRT-Alternate Test Materials*, download the materials needed and print) by **February 4**.
- Read the CRT-Alternate Administration Manual to become familiar with the test administration and scoring procedures. Please note that there is some variation in procedures across grade levels. Find the pages of the manual that corresponds to the grade level assessment you will be administering.
- Read the CRT-Alternate Test Booklet to become familiar with the test activity steps and performance indicators.
- Consider how the student will access and respond to the test activity. Determine the adaptations and supports that the student will need.
- Check to ensure that you have all of the materials and resources you will need to complete the test activity. For example: The grade 8 reading activity asks the student to locate the library and to identify the librarian. The reference or book area in the classroom may be substituted for the library, and someone who helps students pick a book (i.e., teacher) may be substituted for the librarian. Also, some test activity materials are not included in the Material Kit, and teachers must gather them prior to testing.
- Provide and/or customize the assistive technologies that the student needs to access the materials and respond to the test activities.
- Schedule the assessment administration session for a time and place that are optimal for student effort and focus.

General guidelines for administering the CRT-Alternate

Several important considerations must be kept in mind while the assessment is being administered:

- Accurate scaffolding and scoring are very important. You may want assistance in observing the student and organizing materials to aid in accurate administration and scoring. A more detailed explanation of scaffolding and scoring is provided in the Scoring Directions section of this manual.

- You may write notes and scores in the CRT-Alternate Test Booklet as you administer the assessment. The Student Response Booklet should be filled in using the data you recorded in the CRT-Alternate Test Booklet. The answer filled in on the Student Response Booklet will be the official score.
- Score as you go. Score each performance indicator as it is completed, before you start the next item.
- Watch the student for indications that a break may be needed. Breaks are inserted in the test booklet. You may choose to stop at them or at another point in the assessment.

Grade specific information for administering the assessment

The chart below highlights the differences between the test formats for grades 3, 5, 6, and 7 and grades 4, 8, and 10. Please review this chart before testing.

Topic	CRT-Alternate Grades 3, 5, 6, and 7	CRT-Alternate Grades 4, 8, and 10
Format	<ul style="list-style-type: none"> • Tasklet – 5 short activities per content • Total of 25 items 	<ul style="list-style-type: none"> • 1 activity with 22–35 items per content
Introductory Items	<ul style="list-style-type: none"> • First item in each tasklet • Designed to get student's attention, introduce the activity, and show materials that will be used • Scored at levels 4 or 0 of the rubric 	<ul style="list-style-type: none"> • First few items in each activity, and may have 1 or more interspersed in later sections of the activity • Designed to get student's attention, introduce the activity, and show materials that will be used • Scored at levels 4 or 0 of the rubric
Breaks	<ul style="list-style-type: none"> • Breaks between tasklets 	<ul style="list-style-type: none"> • Suggested breaks built into activity
Reading Passage	<ul style="list-style-type: none"> • Page 2 of each reading tasklet 	<ul style="list-style-type: none"> • Grade 4 only page 2 of the reading activity
Student Evidence	<ul style="list-style-type: none"> • 1-2 tasklets in each content require student evidence • 2 forms need to be filled out for each item that requires evidence 	<ul style="list-style-type: none"> • Each activity requires evidence • 2 forms need to be filled out for each item that requires evidence
Scoring Rule	<ul style="list-style-type: none"> • Student must try every tasklet. • Halt the administration of a tasklet only if the student scores a 0 for three consecutive items after administering the tasklet in two different test sessions. 	<ul style="list-style-type: none"> • Halt the administration of the activity after the student scores a 0 for three consecutive items after administering the activity in two different test sessions.
Materials Kits	<ul style="list-style-type: none"> • Tabs in the Materials Kits are labeled by content and tasklet number 	<ul style="list-style-type: none"> • Tabs in the Materials Kits are labeled by content and separated by Activity Materials (A.M.) and Communication Supports (C.S.). Within the 2 sections tabs are labeled evidence templates, sentence strips, four-choice grids, number cards, etc.

SCORING DIRECTIONS

Using scaffolding to gather student performance information

Scaffolding is a process of providing the student the support needed to respond to the questions in the test activity. During daily instruction, many strategies are used frequently to ensure that a student experiences success. For example, if a student is unable to make a correct choice from a display of 4 pictures, the teacher reduces the complexity of the test activity by removing one of the choices. Scaffolding serves this same function and is provided so that the student will experience success in completing the test activities. An important result of scaffolding is that it helps the student demonstrate knowledge and skills. These skills can be described and measured, resulting in an accurate picture of what the student can do.

The scoring system in the CRT-Alternate is built on increasing amounts of scaffolding, provided only when the student does not respond or responds incorrectly. This approach is sometimes described as a “least to most” prompt hierarchy.

Each test activity begins with items that introduce the subject and materials that will be used in the test activity. These items are scored as either a 4 (student responds accurately and with no assistance) or a 0 (student does not respond or actively resists). Items that are scored at a level 4 or 0 may also be found further into the activity when new materials are being introduced in grades 4, 8, and 10.

After these items are scored, each subsequent item within the test activity is scored on a five-point scale 4–0, with “4” representing a correct, independent response and “1” representing a correct response that has been completely guided by the teacher. A score of “0” is used when the student does not respond, or actively resists participation in the test activity.

A script is provided for scaffolding for each of the test items scored on all five levels of the rubric. It describes the prompts that can be used to scaffold the student to a level 3, level 2, or level 1. It may be used verbatim or modified by the teacher to meet the needs of the student. For each test item, level 1 prompting is full support from the teacher to guide the student to the correct response. Depending on the student and the test item, this may involve physically guiding the student to the correct response, or some other form of support that ensures that the student responds correctly.

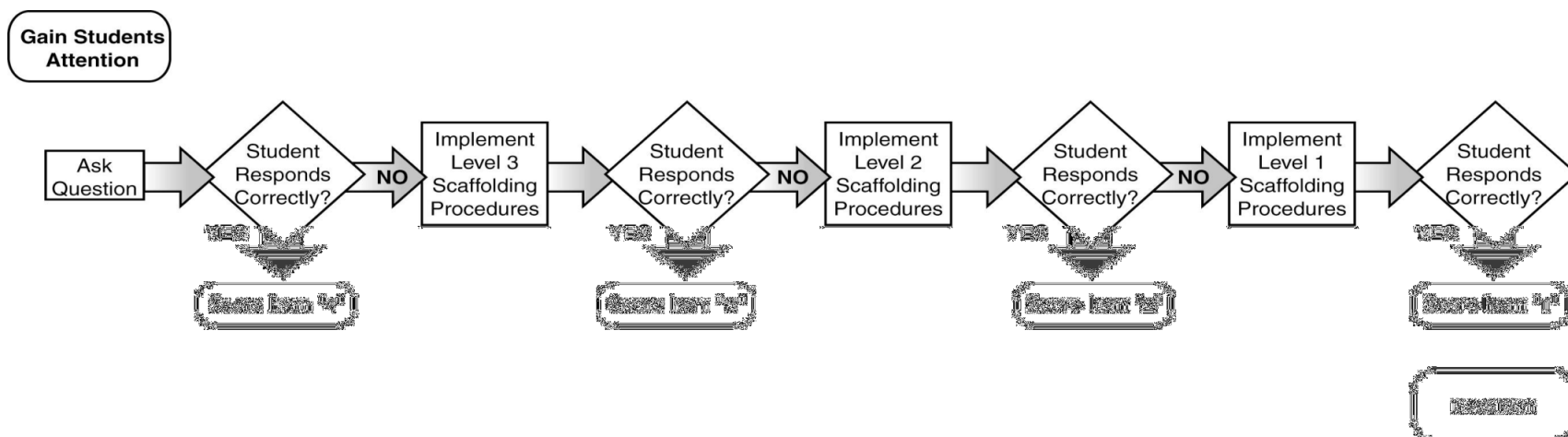
It is critical that the test administrator deliver each item in a way that allows the student the opportunity to score at level 4. That is, assume that the student can respond independently to each item, even if that is not the usual instructional practice. Follow the guidelines to observe the student demonstrating the performance required, and allow adequate wait time for the student to process the information and respond without assistance. Do not repeat the question multiple times. Then, if the student does not respond or responds incorrectly, scaffold the student to level 3—“student responds accurately when teacher clarifies, highlights important information, or reduces the range of options to three.” Again, give the student adequate

wait time. If the student does not respond or responds incorrectly, scaffold to level 2—“student responds accurately when teacher provides basic yes/no questions or forced choices between two options.” If the student still does not respond with the desired behavior, scaffold to level 1—“student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).” If the student resists participating for an item, the test administrator indicates a “0”—“student does not respond or actively resists.”

Scaffolding is based on the amount of information the student needs to reach the correct response. Think of it as a funnel. If the student can respond independently (4), no further information is needed. If the student does not respond accurately or independently, more information is given about the item and the choices are reduced (3) [see script in the CRT-Alternate Test Booklet]. This funneling toward the correct response continues as the student needs more assistance – by providing specific information about the item and a forced choice between two options (2) [see script in the CRT-Alternate Test Booklet], and finally, by guiding the student to the correct response (1) [see script in the CRT-Alternate Test Booklet]. In this way, the student is not expected to “get it” or “not get it,” as in most on-demand assessments. The CRT-Alternate considers the level of assistance that students need to demonstrate their knowledge and skills, and thus provides more precise information about student performance and achievement. This system is sensitive to small increments of change in student performance, an important consideration in describing the learning outcomes of students with severe disabilities.

This process must be used systematically with **each** item identified for scoring within the test activity. The intent is to give the student every opportunity to perform independently on each item. A visual depiction of this process is provided below.

Scoring process flow chart



Scoring rubric

Each test activity begins with introductory items. Only scoring levels of 4 and 0 will be used to score these introductory items. Items that are scored at a level 4 and 0 may also be found further into the assessment when new materials are being introduced in grades 4, 8 and 10.

The rubric below is used to score remaining items. The score sheet provides space next to every performance indicator in which responses can be recorded in one of the four levels plus 0. **Only one response will be filled in for each item.**

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

The scoring rubric is also provided on the material CD and is available online (see the Procedural Checklist on page 2 for the websites). Please have it available for reference as you work through the test activities with the student.

During the test activity, the test administrator is encouraged to record the responses and any notes about the student's performance in the CRT-Alternate Test Booklet. **Later, the scores will be transferred to the Student Response Booklet.**

Scoring Rule Grades 3, 5, 6, and 7

For grades 3, 5, 6, and 7, the student must start all 5 reading and math tasklets. Score every item in a tasklet until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the following assessment session, re-administer the final three items on which the student scored a 0. If the student receives a level 0 on these three consecutive items again, halt the administration of the tasklet – leaving the remaining items in the tasklet blank and move on to the next tasklet. Reminder: If the student scores at level 0 for three consecutive items, the teacher must attempt to re-administer the tasklet.

Examples:

Example 1: The teacher has administered tasklet 1 and is now administering tasklet 2 of the reading test. The student has scored at level 0 on items 1 through 3. At this point, the teacher stops the assessment. During the following assessment session, the teacher reviews with the student the reading passage for tasklet 2 and re-administers items 1 through 3 in tasklet 2. The student scores at level 0 on items 1 through 3 again. The teacher stops the administration of tasklet 2, does not administer the remaining 2 items, leaving them blank, and moves on to tasklet 3.

Example 2: The teacher has administered to the student tasklets 1 and 2 and is now on tasklet 3 of the mathematics test. The student has scored at level 0 on items 2 through 4. At this point, the teacher stops the assessment. During the following assessment session, the teacher reviews with the student the mathematics materials and activity for this tasklet, and re-administers items 2 through 4 in tasklet 3. This time the student scores at levels 2 and 3 on items 2 through 4. The teacher continues to administer the remainder of the tasklet, and the student does not receive a level 0 on three consecutive items again in tasklet 3 or the remaining 2 tasklets.

Example 3: The teacher has administered to the student tasklets 1 and 2 and is now on tasklet 3 of the reading test. The student has scored at level 0 on items 3 through 5. At this point, the teacher stops the assessment. During the following assessment session, the teacher reviews with the student the Tasklet 3 reading passage and re-administers items 3 through 5. This time the student scores at levels 1, 2 and 3 on items 3 through 5. The teacher continues to administer the remaining 2 tasklets. On tasklet 5, the student scores at level 0 on item 1 through 3. At this point, the teacher stops the assessment. During the following assessment session, the teacher reviews with the student the Tasklet 5 reading passage and re-administers items 1 through 3. This time the student scores at level 2 on items 1 through 3. The teacher continues to administer the remaining 2 items.

Scoring Rule Grades 4, 8 and 10

For grades 4, 8 and 10, score every item until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the following assessment session, re-administer the final three items on which the student scored a 0. If the student receives a level 0 on three consecutive items again, halt the administration of the assessment and leave the remaining items blank.

Examples:

Example 1: The teacher has administered items 1 through 10 on the reading activity to the student. The student has scored at level 0 on items 8 through 10. At this point, the teacher stops the assessment. During the following assessment session, the teacher reviews with the student the reading passage and re-administers items 8 through 10. The student scores at level 0 on items 8 through 10 again. The teacher stops the assessment and does not administer the following items, leaving them blank.

Example 2: The teacher has administered items 1 through 6 on the mathematics activity to the student. The student has scored at level 0 on items 4 through 6. At this point, the teacher stops the assessment. During the following assessment session, the teacher reviews the mathematics materials with the student and re-administers items 4 through 6. This time the student scores at levels 2 and 3 on items 4 through 6. The teacher continues to administer the remainder of the assessment, and the student does not receive a level 0 on three consecutive items again.

Example 3: The teacher has administered items 1 through 5 on the reading activity to the student. The student has scored at level 0 on items 3 through 5. At this point, the teacher stops the assessment. During the following assessment session, the teacher reviews with the student the reading passage and re-administers items 3 through 5. This time the student scores at

levels 1, 2 and 3 on items 3 through 5. The teacher continues to administer the remainder of the assessment. On items 10 through 12 the student scores at level 0 again. At this point the teacher stops the assessment and does not administer the following items leaving them blank.

Scoring examples

This section illustrates how to use scaffolding and score a student's performance on designated items. Examples of what the test administrator might say and do at each level of the scoring rubric are shown for sample reading and mathematics test activities. In the following examples, the reading test activity involves listening to a story and answering questions about what was read, while the mathematics test activity involves a counting task.

Student responds accurately and with no assistance. (4)

For a student's performance to be scored 4, the student must demonstrate the observable behavior without additional information or direction to the correct response from the test administrator. The test administrator may repeat the question or focus the student's attention to the test activity with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at me"; touch the student's hand or elbow). The test administrator may not give the student any additional information about what is expected, simplify the test activity, or lead the student to the desired response in any way.

Reading Example

- *When given a choice of 4 pictures/objects and asked to indicate the one related to the story just read, the student names, eye gazes to, touches, or points to the correct picture/object accurately and independently, when given adequate wait time.*
- If the student responds correctly, a score of 4 is given.
- If the student responds incorrectly or does not respond at all, scaffold the student to the next level.

Mathematics Example

- *When asked to count five CD cases, the student counts them all correctly, given adequate wait time.*
- If the student responds correctly, a score of 4 is given.
- If the student responds incorrectly or does not respond at all, scaffold the student to the next level.

Student responds accurately when teacher clarifies, highlights important information, or reduces the range of options to three.

(3)

The test administrator provides more information about what behavior is expected and may clarify the directions. At this point in the scaffolding, a demonstration of what is expected may be given, using an example that is parallel to the performance indicator assessed. If the item is structured in a multiple-choice format, the test administrator may remove one of the options (leaving 3 choices). The test administrator may refocus the student's attention to the test activity, with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at the pictures"; touch the student's hand or elbow).

Reading Example

- *The incorrect picture/object chosen by the student is removed, and the student is asked again to indicate the one related to the story just read. If the student did not previously respond at all, the test administrator will choose and remove one of the incorrect responses.*
- *The test administrator says, "Remember the story we just finished? We looked at all of these pictures while we read the story. (Indicate pictures.) Can you find the one from these three that we looked at while we were reading?"*
- If the student responds correctly, a score of 3 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Mathematics Example

- *The test administrator demonstrates counting with one set of CD cases and says, "Now you count your CD cases."*
- *The test administrator says, "I will help you get started counting. One, two..."*
- If the student responds correctly, a score of 3 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Student responds accurately when teacher provides basic yes/no questions or forced choices between two options. (2)

The test administrator provides very specific information about what behavior is expected at this point. If the item is structured in a multiple-choice format, the test administrator may remove another one of the options (leaving 2 choices). Clearly providing a very narrow range of options, such as asking the student a yes or no question, is the type of assistance that may be provided. The test administrator may refocus the student's attention to the test activity with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at these two pictures"; touch the student's hand or elbow).

Reading Example

- *One more picture is removed, and only two choices remain. The test administrator asks, "Was the story about this picture or that picture?"*
- If the student responds correctly, a score of 2 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Mathematics Example

- *The test administrator says, "Here are the five cases we are counting. One, two, three, four...what comes next? Five or six?"*
- If the student responds correctly, a score of 2 is given.
- If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance) (1)
The test administrator reduces the options available to the student so that only the one correct response is available and the student chooses that option. The test administrator also may model the correct response so that the student repeats that response. Hand-over-hand assistance may be provided at this point in the assessment: The student may be gently guided to indicate the correct response. Hand-over-hand assistance implies that the student is allowing the test administrator to guide him/her to point to or otherwise indicate the correct response.

Reading Example

- *The correct picture is the only one left. The test administrator points to the one remaining picture and says, "This picture shows what the story was about. Can you show me the picture that shows what the story was about?" The test administrator then guides the student to the correct response.*
- If the student responds to the administrator's guidance, a score of 1 is given.
- If the student does not respond or actively resists, the test administrator will assign a score of 0.

Mathematics Example

- *The test administrator says, "Let me show you the cases while we count. One, two, three, four, five. Can you count them now, too?" The test administrator may take the student's hand to indicate each case as they count together.*
- If the student responds to the administrator's guidance, a score of 1 is given.
- If the student does not respond or actively resists, the test administrator will assign a score of 0.

Student does not respond or actively resists. (0)

By the time a student's performance reaches this point on the scoring rubric, previous forms of support, encompassed within categories 4 to 1, have been attempted for the item. **If the student shows a pattern of seriously resisting participation, is becoming fatigued, or is not attending to the test activity in any way, it is recommended that the assessment be stopped and resumed at a later time.**

If the reading test activity is halted at any time during administration, reread the story before beginning the remaining items. If the mathematics test activity is halted at any time during administration, show the student the materials with which you were working, and review the last item that the student completed before halting the assessment.

Reading Example

- *The student refuses to participate in the test activity, resists hand-over-hand assistance, throws the materials, turns away, etc.*
- *The student's responses are impossible to score; when guided to touch a picture, the student touches other objects.*
- The assessment administrator will assign a score of 0.

Mathematics Example

- *The student mixes up or plays with the CD cases.*
- *The student attends to other activities in the room and has no interaction with the test administrator or the assessment materials.*
- The assessment administrator will assign a score of 0.

Scoring summary

The instructions and examples illustrate the following rules for scoring:

- Begin with the introductory items and score 4 or 0.
- Use the full scale of 4, 3, 2, 1, and 0 to score the test activity items. Start with level 4 and work systematically through the scaffolding system for every performance indicator, as necessary based on the student's response.
- Allow for appropriate wait time as you scaffold through each level of the scoring rubric.
- Do not repeat questions or directions numerous times.
- Visual, verbal, gestural, and physical cues are allowed in each level except 4.
- Record only one score for every item.
- Use 0 only if the student does not respond, or actively resists participation or prompting.
- Halt the administration if the student is showing a pattern of resisting, is becoming fatigued or is not participating in any way, and resume testing at another time.
- For grades 3, 5, 6 and 7, the student must start all 5 reading and math tasklets. Score every item in a tasklet until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the following assessment session, re-administer the final three items on which the student scored a 0. If the student receives a level 0 on three consecutive items again, halt the administration of the tasklet – leaving the remaining items in the tasklet blank and move on to the next tasklet. Reminder: If the student scores at level 0 for three consecutive items, the teacher must attempt to re-administer the tasklet.
- For grades 4, 8 and 10, score every item until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the following assessment session, re-administer the final three items on which the student scored a 0. If the student receives a level 0 on three consecutive items again, halt the administration of the assessment and leave the remaining items blank.

RETURNING THE ASSESSMENT MATERIALS

After the assessment is completed, gather the assessment materials, which will be returned in a separate envelope for each student. **The following materials must be returned with student barcode labels attached:**

- CRT-Alternate Test Booklet
- Student evidence [templates provided with each test]
- Teacher Recording Sheets
- Student Response Booklet

You will receive from your Test Coordinator, a CRT-Alternate Student Kit for returning test materials (one for each student). Please check carefully to make sure you have all of the materials.

- 12 barcode labels for each student (You will receive more labels than you need.)
 - **If you did not receive student barcode labels, please contact your Test Coordinator for a set of “CRT-Alternate New Student Labels.”**
- Student Response Booklet for each student (The Student Response Booklet is the same for the CRT and the CRT-Alternate except for grade 3)
- Class Identification Sheet
- Teacher barcode label for Class Identification Sheet (If you do not receive a teacher barcode label, please fill out the entire Class Identification Sheet.)
- White plastic envelope for returning each student’s CRT-Alternate materials labeled “For return of CRT-Alternate student test materials” (student barcode label is also attached to this envelope) **one envelope per student**

Please follow these steps when returning the assessment materials:

- Write the student’s name and teacher name on the Student Response Booklet and transfer the scores from the CRT-Alternate Test Booklet to the Student Response Booklet (pages 11 and 13).
- **Place a student barcode label in the designated area on the front page of the Student Response Booklet, in the designated area on the cover of the student’s CRT-Alternate Test Booklet, and in the designated area on the student evidence templates, and teacher recording sheets.** It is critical that the barcode labels are attached to each student’s materials, including the Student Response Booklet.
- Place the following student materials in the white plastic envelope labeled “For return of CRT-Alternate student test materials,” (student barcode label is also attached to this envelope) **one envelope per student:**
 - CRT-Alternate Test Booklet
 - Evidence templates

- Teacher recording sheets
- Class Identification Sheet
- Student Response Booklet
- and remaining student barcode labels
- Material Replacement Form

Return the envelopes to your test coordinator on or before March 29, 2006.

MAKING THE CRT-ALTERNATE ACCESSIBLE TO ALL STUDENTS

Adaptations and assistive technology are allowed

Because of the diversity in the population of students participating in the alternate assessment, educators will need to customize the materials and provide individualized ways for students to access the materials, participate in the test activity, and respond to the questions. The same communication and response strategies routinely used with the student in daily instruction should be used in these test activities. While preparing to implement these test activities, think about the way in which you will deliver information to the student and the way in which the student will respond to you. Consider the student's physical, sensory, and cognitive skills when selecting and customizing test activity materials. There are no restrictions on the use of specialized materials and Assistive Technology (AT). **Use whatever approaches are effective in obtaining the best response from the student.** The use of supports will not affect the student's score.

Factors to consider when preparing to administer this test activity:

- For students who receive related services as part of their educational program, therapists can provide guidance on optimal positioning and seating supports.
- Sensory and/or physical limitations may require modification in your delivery of a question or the use of alternatives to standard print materials.
- If the student uses some form of augmentative communication system, it is critical that response options appropriate to the test activity are available **for each item on the assessment**. This may necessitate the creation of different communication displays, overlays, or programming of a communication device.

Materials Kit

Test activity Material Kits have been prepared for each grade level. They include picture response choices for questions that are structured as multiple-choice items, and picture symbols that can be used to support communication for students who require augmentative communication supports. Each material included in the kit is labeled with content, grade, tasklet number (for grades 3, 5, 6, and 7 only), item number and what it is (e.g., phrase/picture strip, sentence/picture strip, number cards). Materials needed for the reading activities have also been developed. Hard copies of these materials as well as a CD with the materials on it were sent to Test Coordinators to give to teachers administering the CRT-Alternate. Select the materials that are best suited to your student. Since it is not possible to anticipate every type of display that might be needed, you may need to further customize these materials before implementing the test activities. Use the electronic version of the materials on the materials CD provided to manipulate images and text to meet the needs of your students. **Please note that access to a color printer is critical when you print these materials.** A Material Replacement Form is included in this kit. Please fill out the form and place a check next to any materials that you need replaced for next year, and return it with the student test materials

in the envelope labeled “For Return of CRT-Alternate Student Materials.” After the administration of the assessment, the Material Kits need to be returned to the Test Coordinator who will store them in a secure location for use in the following year of testing. Please note that all materials needed to administer the test are not included in this kit. Teachers are responsible for gathering some materials (e.g., calculator, cubes)

Implementation considerations for a sample of test activities

The following examples are provided to demonstrate how various modifications or adaptations of the test activities could encourage student responses.

For test activities that require the student to use a book, story, or other text

- Select a book format that is best matched to the student’s needs and interests (e.g., large-print or audio format, Braille, adapted book on CD, or videotape).
- Provide an auditory list of choices (e.g., “Do you want to listen to a tape, or watch a video, or look at the BIG book?”).
- Add picture symbols to each page of the text to reduce the complexity of the message and highlight the essence of the story.
- Provide actual objects associated with the story for the student to select.
- Provide time/opportunity for the student to explore the book.
- Tell the student it is time to listen to the story.
- Engage the student in turning pages of the book by adding Velcro tabs or sticks to simplify page turning.
- Present objects/textures that correspond to what is going on in the story.

For test activities that require the student to identify a picture, match pictures, or sequence events in a story

- Depict available choices by displaying pictures.
- Use Velcro strip boards or magnetic boards and pictures to which Velcro dots or magnets have been attached on the back.
- Enlarge pictures or pair them with objects or with yes/no symbol cards.

For test activities that ask the student to sequence a series of directions or place numbers in order

- Use Velcro strip boards or magnetic boards with number cards to which Velcro dots or magnets have been attached on the back.
- Program a set of switches with auditory output, such as a Step-by-Step Communicator, with the number cards placed on top.
- Use raised dots.

For test activities that require multiple-choice response options

- Create a loop tape with spoken choices to allow students to scan in an auditory mode.
- Use pictures or objects as response options and picture symbols for yes/no responses.
- Use multiple BIGmack switches which may allow the student to make choices and answer yes/no questions.

For test activities that require an open-ended response

- If necessary, describe concepts from sentence strips in simple terms and provide visual aids to illustrate concepts.
- Provide communication supports (e.g., choice board, overlay on a vocal output device, yes/no board) for students to use to express the information you are asking of them.

CONTACT INFORMATION

Assessment materials

For questions regarding materials, shipments and return procedures, contact Measured Progress:

Susan Moore
Phone: 1-800-431-8901 x2237
Fax: 1-866-283-2197
E-mail: skmoore@measuredprogress.org

OR

Niki Carr
Phone: 1-800-431-8901 x2221
Fax: 1-866-283-2197
E-mail: ncarr@measuredprogress.org

Administration procedures

For questions regarding the administration of the test activities, contact the Montana Office of Public Instruction or Measured Progress:

Judy Snow
Phone: 1-406-444-3656
E-mail: jsnow@state.mt.us

OR

Susan Moore
Phone: 1-800-431-8901 x2237
E-mail: skmoore@measuredprogress.org

For suggestions on how to adapt the test activities for your students:

Gail McGregor
Phone: 1-800-732-0323 or
1-406-243-2348
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Teacher resource list

For help with the administration of the CRT-Alternate, the teachers listed in the table below may be contacted by email only.

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ACKNOWLEDGMENTS

The MontCAS, Phase 2, Criterion-Referenced Test Alternate Assessment (CRT-Alternate) was developed as a collaborative project between Measured Progress and the Montana Office of Public Instruction divisions of Assessment, Special Education, and Educational Opportunity and Equity.

An advisory committee, representing the perspectives of parents, teachers, administrators, and faculty in higher education, provided input during the development of this assessment. In addition, teacher work groups were formed at several points in the development process. Mathematics and reading item development work groups, composed of general and special education teachers, were formed. These teachers developed test activities that are the basis of the performance tasks for this assessment. A third group of special education teachers and administrators participated in the beta testing of this assessment, providing valuable feedback about the test design. The Montana Office of Public Instruction extends its deep appreciation to each of the following individuals for their participation in the development of the CRT-Alternate, and their commitment to the inclusion of all children in the state system of accountability.

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